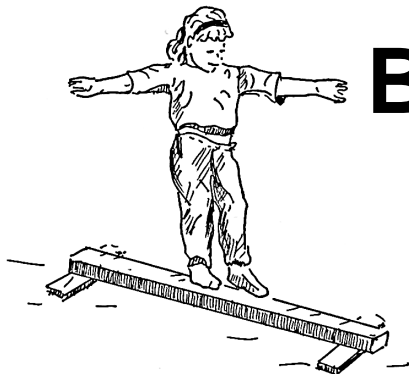


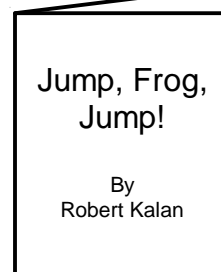
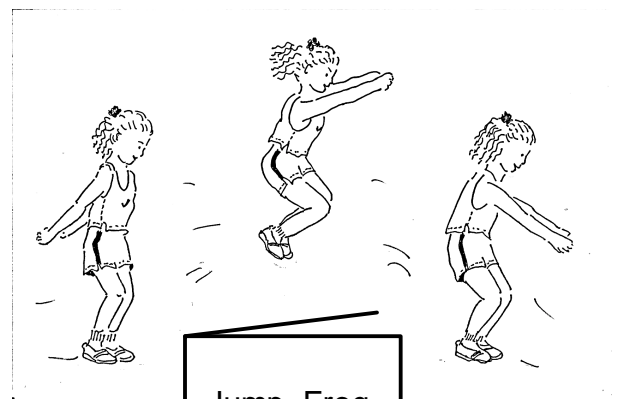
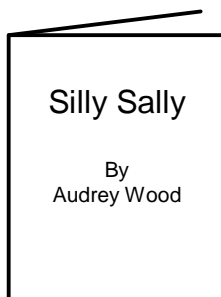


# Books and Movement – A Magical Mix



## B.A.M.M.M.!

November 2005  
I Can Run




## Learning Activity #4 – I Can Run

Book: *The Gingerbread Man*, retold by Jim Aylesworth,  
Illustrated by Barbara McClintock

<b>Benchmarks</b>	3.1 Shows enjoyment of books and stories and discussion of them 4.9 Freely participates in gross motor activities 4.11 Runs, jumps, hops, skips 4.12 Shows balance and coordination 5.6 Participates in songs, finger plays, rhyming activities and games
<b>Locomotor Skills</b>	➤ Running
<b>Stability Skills</b>	➤ Stopping
<b>You will need:</b>	✓ Book: <i>The Gingerbread Man</i> , retold by Jim Aylesworth, illustrated by Barbara McClintock ✓ Carpet squares or personal space markers ✓ Picture of a Gingerbread Man
<b>Introduce the Activity</b>	<ul style="list-style-type: none"> <li>Children sitting on carpet squares or personal space markers</li> <li>Show children picture of the Gingerbread Man. Ask if they know who this is. If not, say, "<i>This is the Gingerbread Man. We'll be reading a story about him.</i>"</li> <li>Introduce "The Bakery". Make appropriate motions.</li> </ul> <p style="text-align: center;"><b>The Bakery</b></p> <p style="text-align: center;"><i>Five little gingerbread men in a bakery shop</i> (hold up five fingers) <i>Short and fat with raisins on the top.</i> <i>Along came (boy/girl or insert child's name)</i> <i>With a penny to pay.</i></p> <p style="text-align: center;"><i>He/she bought that gingerbread man</i> <i>And he took it away."</i></p> <ul style="list-style-type: none"> <li>Repeat the rhyme, taking one gingerbread man away each time, until the last verse.</li> </ul> <p style="text-align: center;"><i>No little gingerbread men in a bakery shop</i> <i>Short and fat with raisins on the top.</i> <i>Along came (boy/girl or insert child's name)</i> <i>With a penny to pay.</i></p> <p style="text-align: center;"><i>He saw no gingerbread men</i> <i>So he ran away.</i></p> <p><b>Teacher Note:</b> Adjust this activity so that each child's name is used in the rhyme.</p>



<p><b>Present the Story</b></p>	<ul style="list-style-type: none"> <li>• Prepare to read the story, <i>The Gingerbread Man</i>.</li> <li>• Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures.)</li> <li>• Ask children to look at cover and predict what story is about. Ask, “<i>Why do you think the Gingerbread Man is running?</i>” “<i>Let’s read and find out.</i>”</li> <li>• Read book with children sitting so all can see the pictures.</li> <li>• Review the story by showing the pages and letting children tell the story in their own words. On pages where Gingerbread Man says rhymes, read those with children. Encourage them to join in.</li> <li>• Explain to children that in just a few minutes they will have an opportunity to run like the Gingerbread Man.</li> </ul>
<p><b>Extend the Story</b></p>	<ul style="list-style-type: none"> <li>• Introduce pathways for movement as follows:             <ul style="list-style-type: none"> <li>○ Use hand movements to create and explain a straight, curved and zigzag pathway.</li> <li>○ Demonstrate running in a straight, curved and zigzag pathway.</li> <li>○ Run each pathway again and ask children to name the pathway you’re running.</li> </ul> </li> </ul> <div data-bbox="592 1071 1291 1480" data-label="Image"> <p>The diagram consists of a rectangular box containing three distinct line patterns. The first pattern on the left is a perfectly vertical straight line. Below it is the word 'Straight'. The second pattern in the middle is a smooth, wavy line that curves back and forth. Below it is the word 'Curved'. The third pattern on the right is a sharp zigzag line with several peaks and valleys. Below it is the word 'Zigzag'.</p> </div> <ul style="list-style-type: none"> <li>• Provide enough space so that children can run without touching other children.</li> <li>• Explain to children how different parts of their body work when they are running:             <ul style="list-style-type: none"> <li>○ Say, “<i>Bend your elbows, then swing your arms when running.</i>”</li> <li>○ Say, “<i>Pick up your feet and move forward as fast as you can.</i>”</li> </ul> </li> <li>• Remind children to be careful, to watch where they’re going and to avoid running into their friends.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reinforce the stop and go signal you have established.</li> <li>• Say, <i>"Can you run around the room without bumping into anyone?"</i></li> <li>• Sound the stop signal.</li> <li>• Say, <i>"Now run in a curved pathway."</i></li> </ul>  <ul style="list-style-type: none"> <li>• Sound the stop signal.</li> <li>• Say, <i>"Can you run in a zigzag pathway?"</i></li> <li>• Sound the stop signal.</li> <li>• Say, <i>"Can you walk slowly to your carpet square?"</i></li> </ul>
<p><b>Conclude the Session</b></p>	<ul style="list-style-type: none"> <li>• Sing this song to the tune of "The Muffin Man."</li> </ul> <p style="text-align: center;">The Gingerbread Man</p> <p><i>Oh, have you seen the Gingerbread Man, The Gingerbread Man, the Gingerbread Man? Oh, have you seen the Gingerbread Man? He ran right down the lane.</i></p> <p><i>Oh, yes, I've seen the Gingerbread Man, The Gingerbread Man, the Gingerbread Man. Oh, yes, I've seen the Gingerbread Man, He ran right down the lane.</i></p>

**Try these additional activities**

**Who Chased the Gingerbread Man?**

- Make a set of cards with all of the characters from the book, *The Gingerbread Man*.
- Reread the book, *The Gingerbread Man*.
- Review the story, stressing the order in which the characters chased the Gingerbread Man.
- Gather six children together and give each one a story card. Have the children tell the story, presenting the characters who chased the Gingerbread Man in the correct order: man and woman, butcher, cow and sow.
- Ask children “*What happened when the Gingerbread Man met the fox?*”

**Compare Two Stories**

- Read the book, *The Gingerbread Man*, by Jim Aylesworth. Then read *The Gingerbread Boy* by Paul Galdone
- Involve children in a discussion about the differences and similarities between the two stories.
- Ask each child to state which is his/her favorite of the two stories. Create a graph with their choices. Review the graph with the children. Count the number of children who like each story best. Write a story that is a summary of the graph.

6	Ryan	
5	Trey	
4	Sydni	Tamika
3	Brooke	Isabelle
2	Jacob	Manuel
1	Tyrone	Savanah
	<i>The Gingerbread Man</i>	<i>The Gingerbread Boy</i>

Example of the summary story:

*Six children like The Gingerbread Man the best.  
Four children like The Gingerbread Boy the best.  
More children liked The Gingerbread Man story.*

**Run from the Wolf**

- Create an indoor or outdoor woods (obstacle course). Use cones or two-liter soda bottles weighted with sand or gravel. Tape the caps on the bottles to avoid spills.
- Arrange to have the obstacle course set up ahead of time so children do not have to wait.
- Reread the book, *The Gingerbread Man*, with the children.
- Explain to children that they will run through the woods to get away from the fox.

- Remind children to avoid running into their friends or the trees as they are running. Review the stop and go signal you have established.
- Say, "*The fox is chasing you. Run around the trees so he can't catch you.*"
- Sound the stop signal.
- Repeat running sequence several times.
- Say, "*Can you run some more? The fox is still after you.*"
- Sound the stop signal.
- Say, "*The fox has quit chasing you. Now you can walk back home and rest.*"

### **Create a Bakery Prop Box for Dramatic Play**

- Begin to collect items for a bakery prop box.
  - small cake pans, cookie sheets and muffin tins
  - plastic measuring cups and spoons
  - small plastic mixing bowls
  - spatulas and whisks
  - empty boxes (flour, sugar, mixes)
  - pot holders and dish towels
  - apron and baker's hat
  - sifter
  - small rolling pin
  - illustrated recipe cards (laminated)
- Allow children to play with bakery prop box in home living/dramatic play center.

### **Smelling Spices**

- Let children smell ginger and cinnamon.
- Use a cotton ball to pick up a small amount of each spice. This allows children to experience the fragrance without the threat of inhaling the powdered spices.

### **Scented Play Dough**

- Make brown play dough. Scent half with ginger and half with cinnamon. Hint: red + yellow + blue food coloring = brown
- Add a child size rolling pin and gingerbread man shaped cookie cutters.

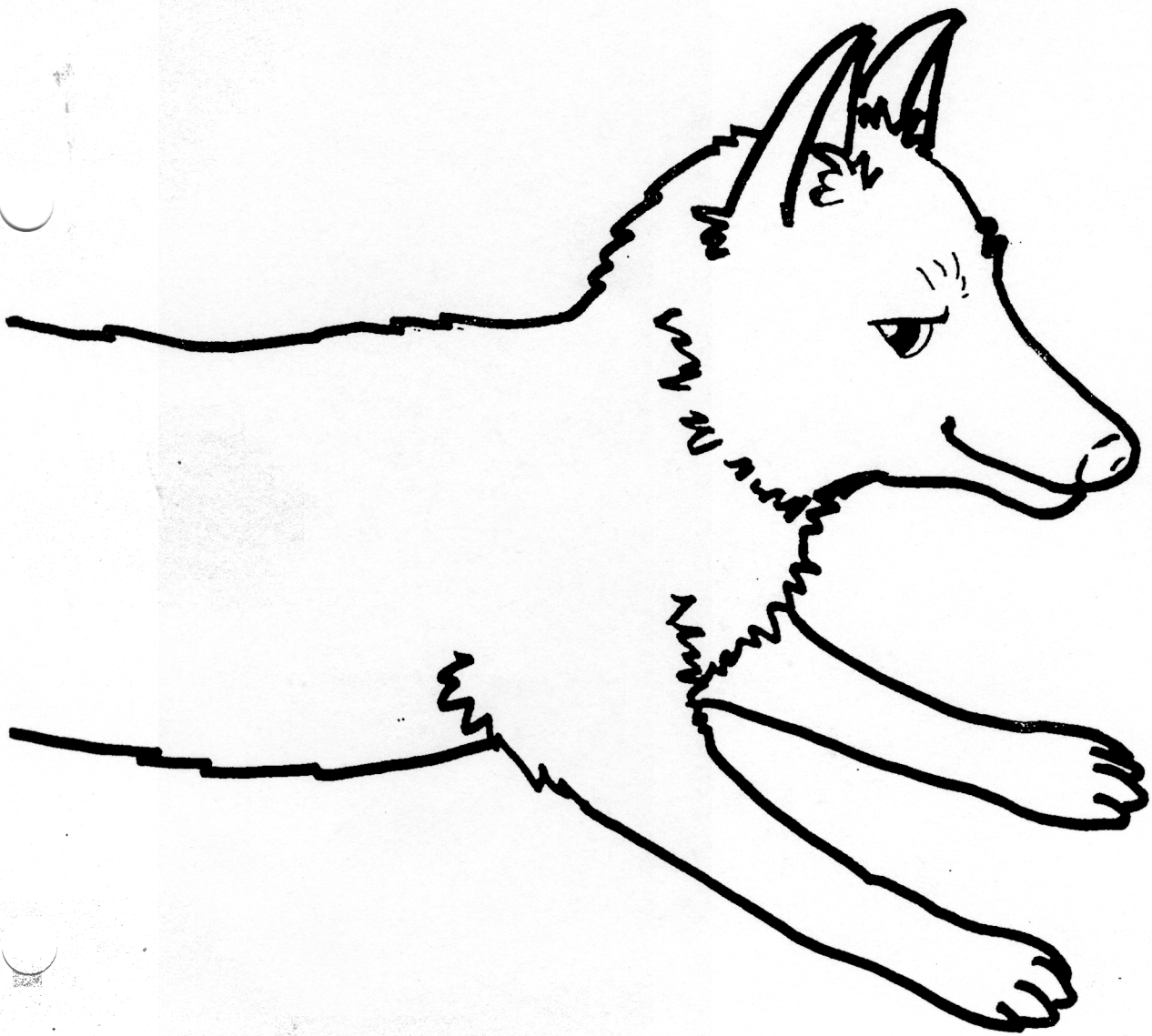
### **Printmaking**

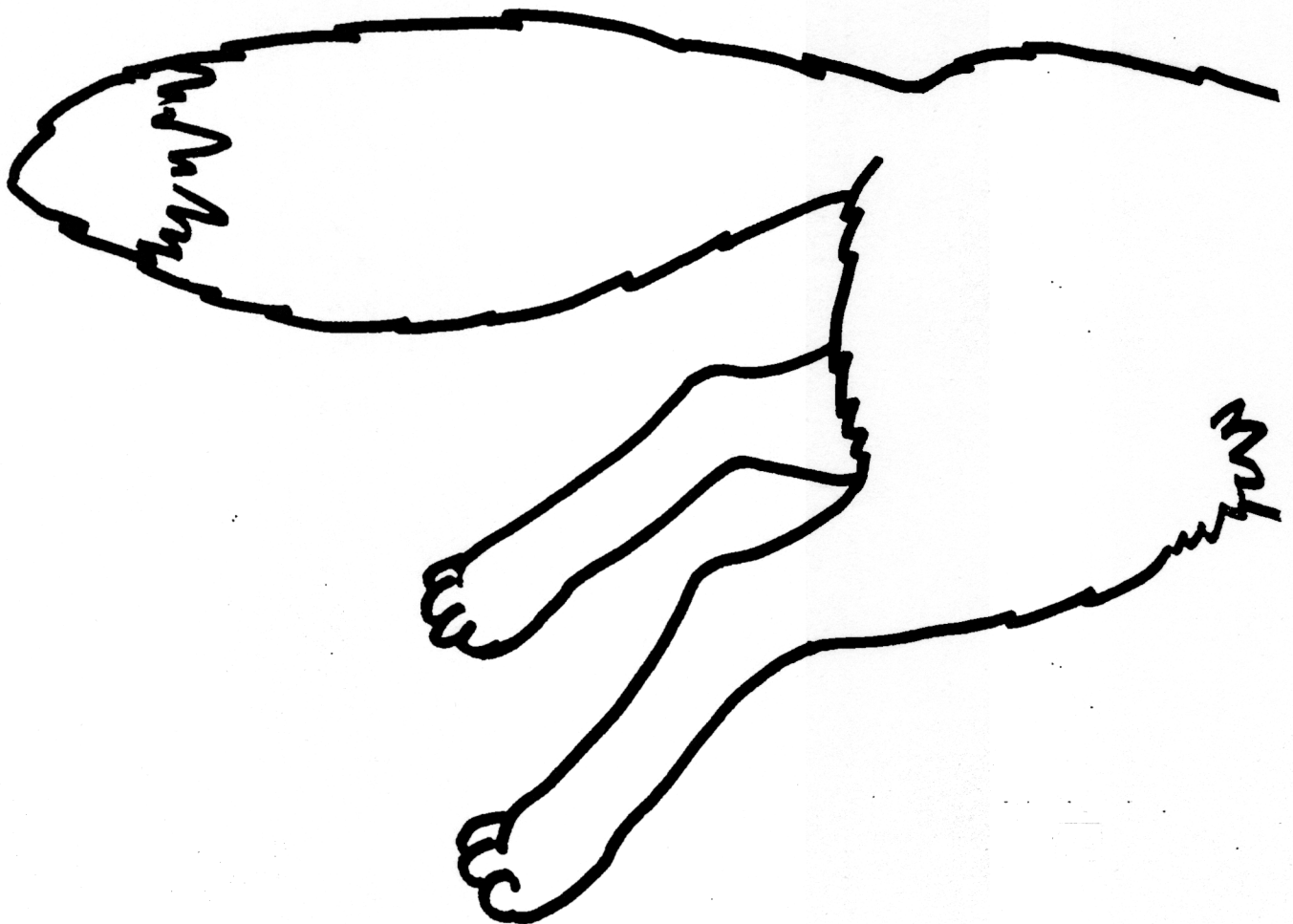
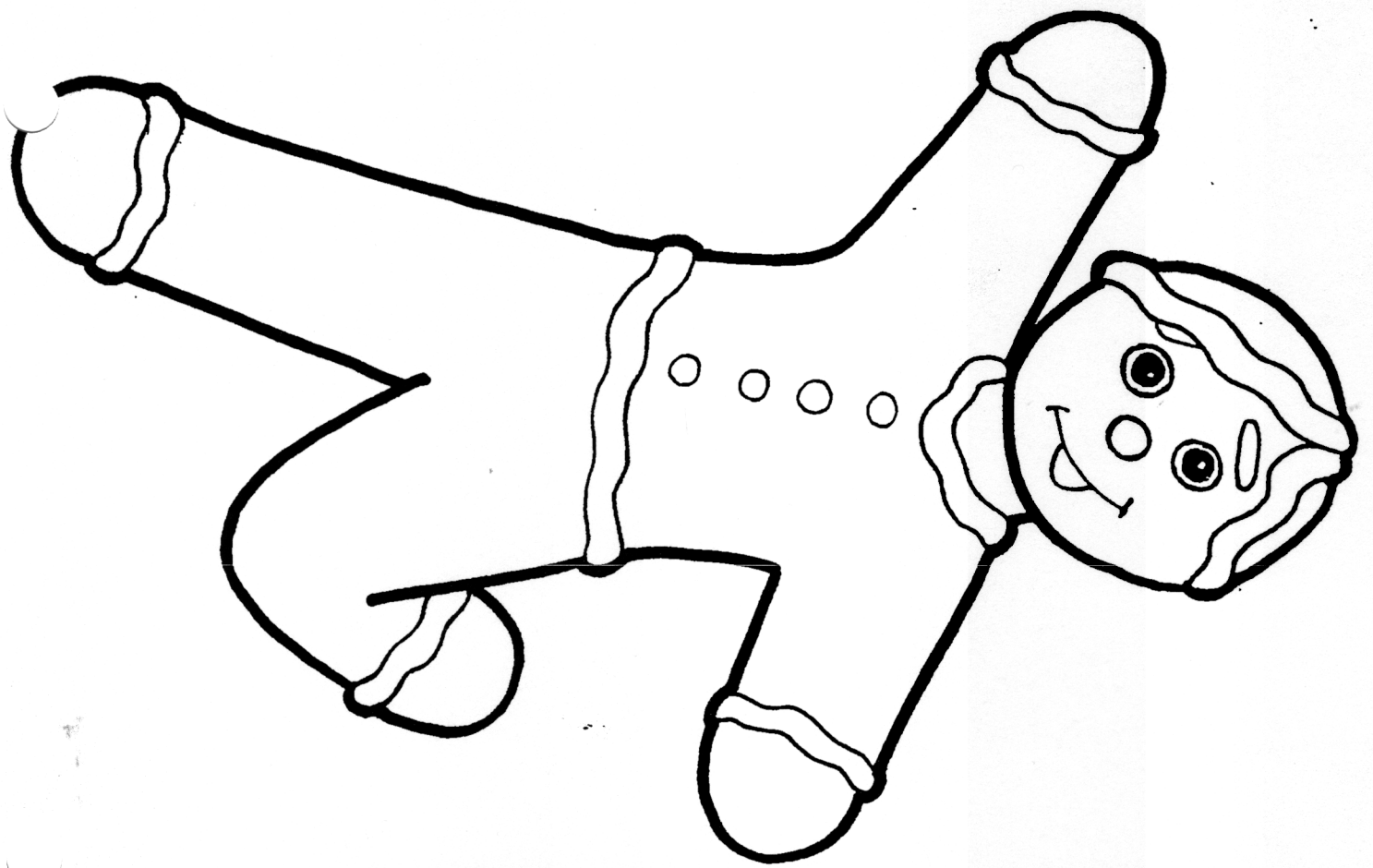
- Use gingerbread man shaped cookie cutters for printmaking projects.
- Cut sponges into gingerbread man shapes for printmaking.

	<p style="text-align: center;"><b>Make Gingerbread Man Cookies</b></p> <div style="display: flex; justify-content: space-between;"> <div> <p>¼ cup margarine</p> <p>1 cup sugar</p> <p>1 egg slightly beaten</p> <p>¼ cup molasses</p> <p>2 ½ cups flour</p> </div> <div> <p>2 teaspoons baking soda</p> <p>1 teaspoon cinnamon</p> <p>1 teaspoon cloves</p> <p>1 teaspoon ginger</p> </div> </div> <p>Cream the margarine and cup of sugar.  Beat in the egg and molasses.  Sift the flour with soda and spices, and mix with the wet ingredients.  Chill the dough.  Roll chilled dough on a lightly floured board to 1/8" thickness.  Cut out gingerbread men shapes with cookie cutter.  Bake on oiled baking sheet for 8 to 10 minutes at 350 degrees F.  Decorate with raisins.</p> <p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>• Allow the children to do as much of this process as possible. They can help measure, sift, use cookie cutters and decorate with raisins.</li> <li>• Serve the gingerbread man cookies while they are still warm so children can experience the wonderful aroma.</li> <li>• Serve with milk.</li> <li>• Make an illustrated recipe chart before beginning this food experience.</li> <li>• Read the directions from the chart as you and children are preparing the cookie dough.</li> <li>• Make recipe cards to send home to families.</li> </ul>
<b>Additional Books</b>	<ul style="list-style-type: none"> <li>❑ <i>The Gingerbread Boy</i> by Paul Galdone</li> <li>❑ <i>The Gingerbread Baby</i> by Jan Brett</li> <li>❑ <i>The Gingerbread Man</i> by Eric A. Kimmel</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>✓ Refer to A Story a Month, December 2003, <i>The Gingerbread Boy</i> <a href="http://www.arkansas.gov/childcare/ginger.html">http://www.arkansas.gov/childcare/ginger.html</a></li> <li>✓ Personal space markers can be ordered from equipment companies or from school supply companies.</li> <li>✓ See back cover of the book, <i>The Gingerbread Man</i>, for another gingerbread cookie recipe.</li> </ul>

Teacher Notes:

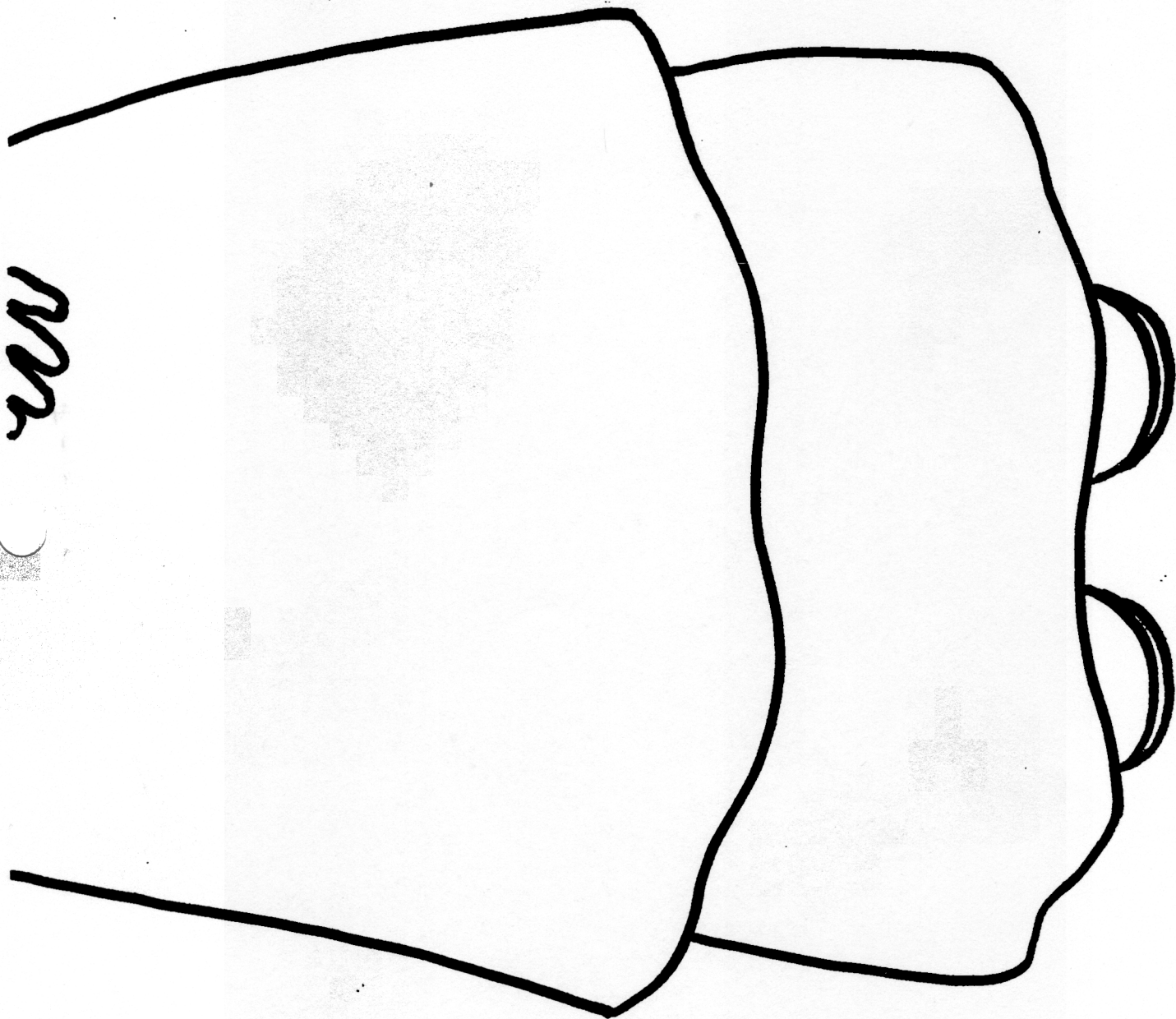
- Children need to hear the same story read to them several times.
- Children also need frequent opportunities to repeat and practice movement activities.
- Plan to reread the book, *The Gingerbread Man* by Jim Aylesworth and include a variety of the suggested movement activities.
- It is important that stories and activities be repeated with children at different times throughout the year.





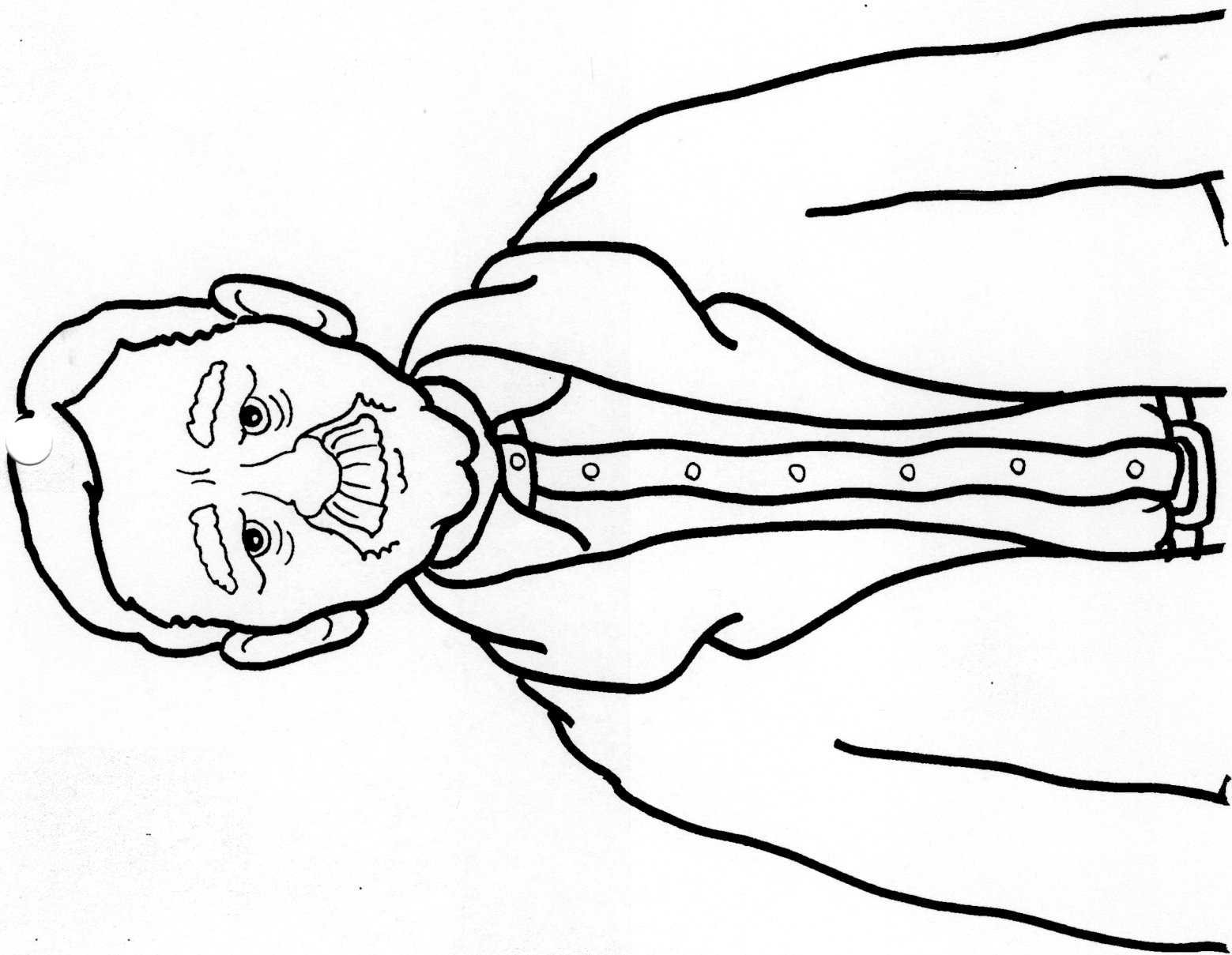


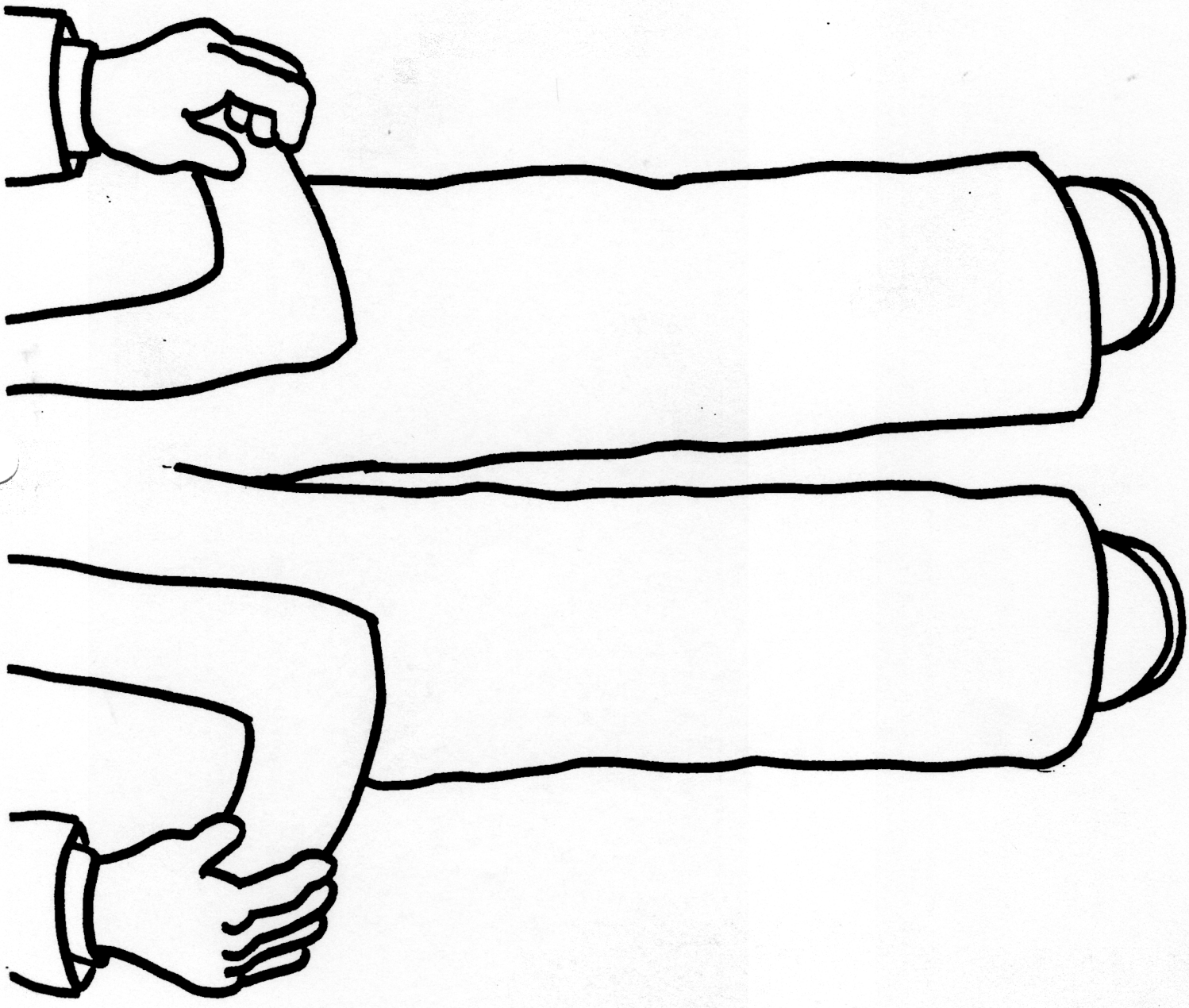




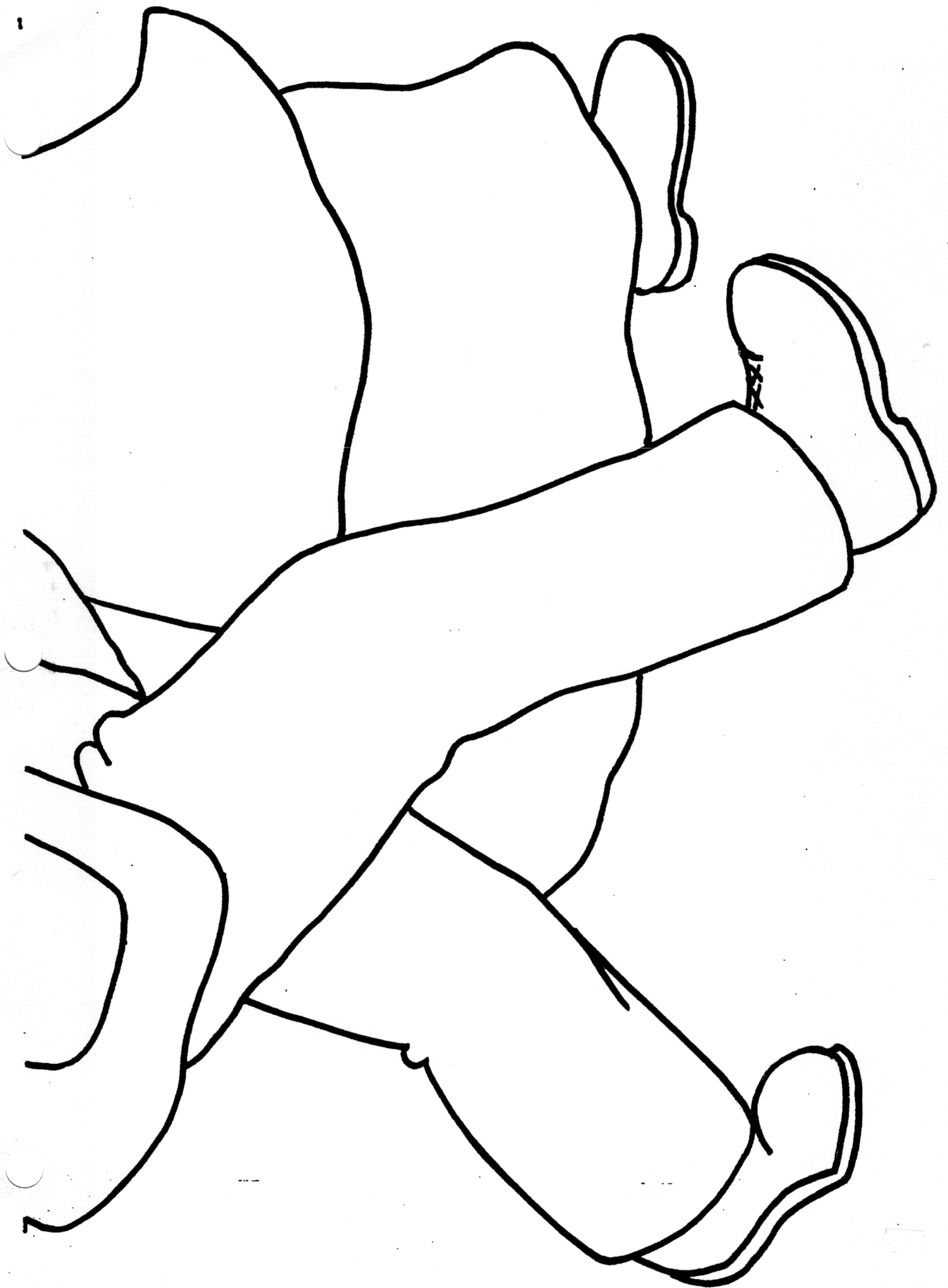
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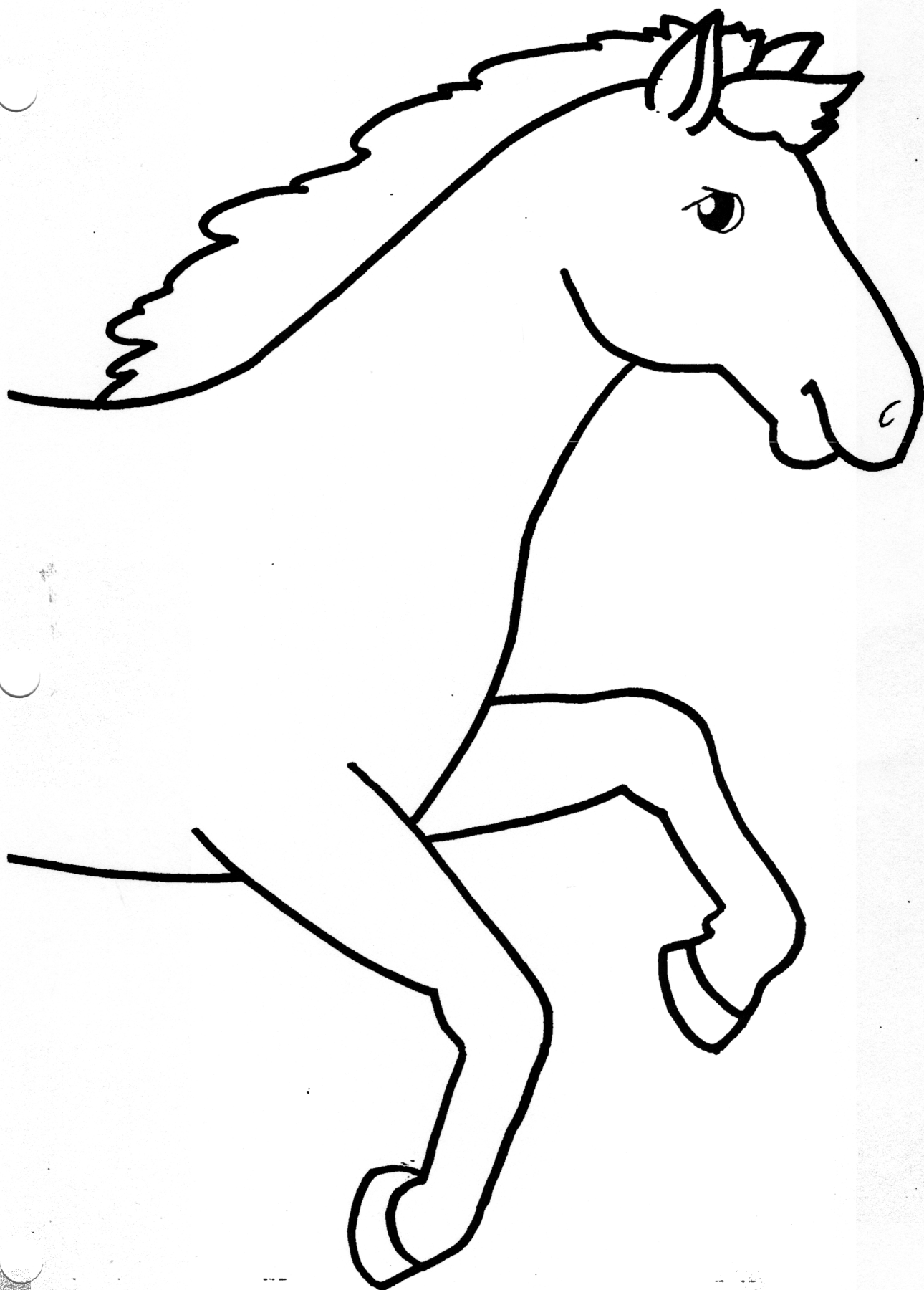


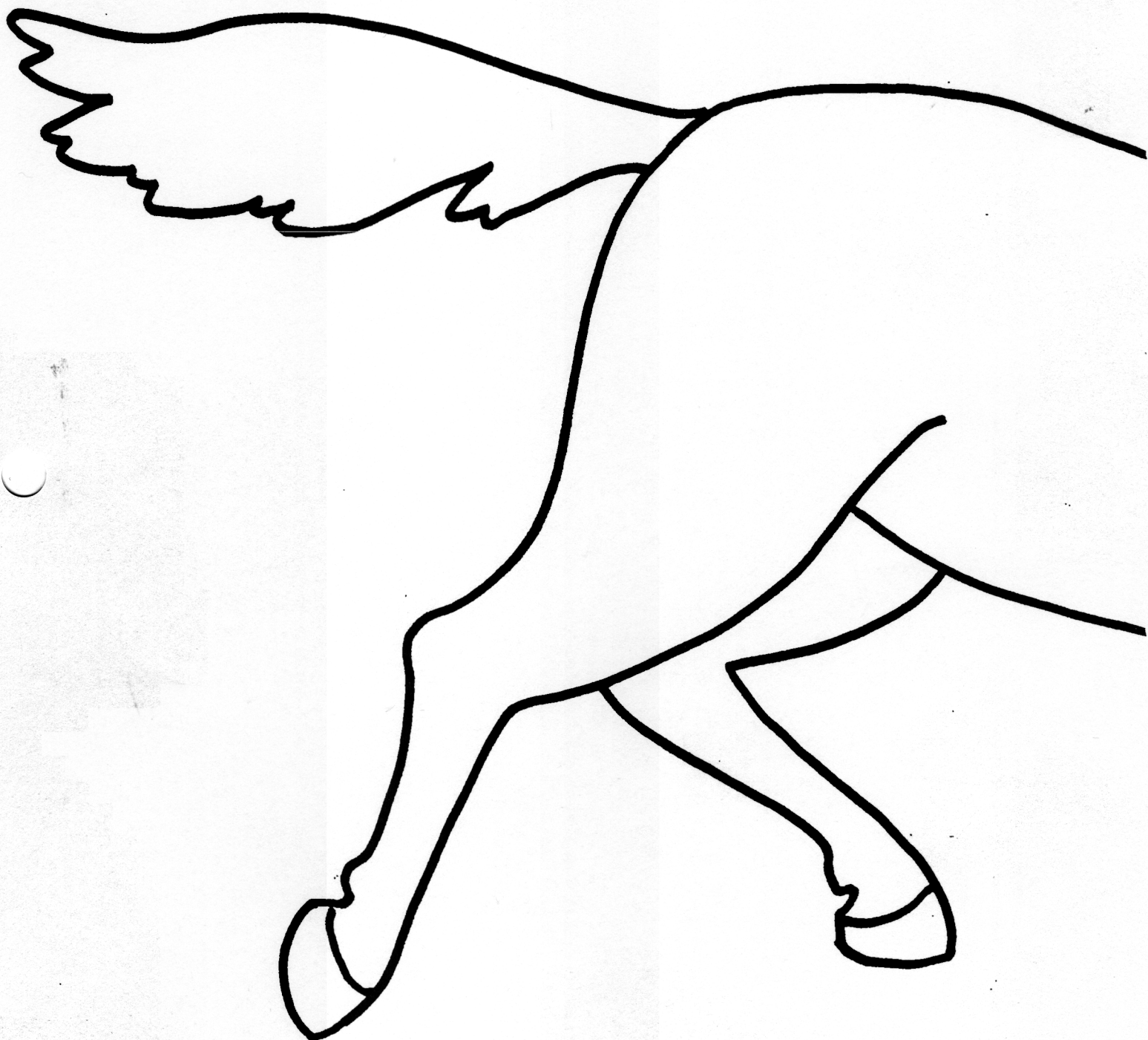




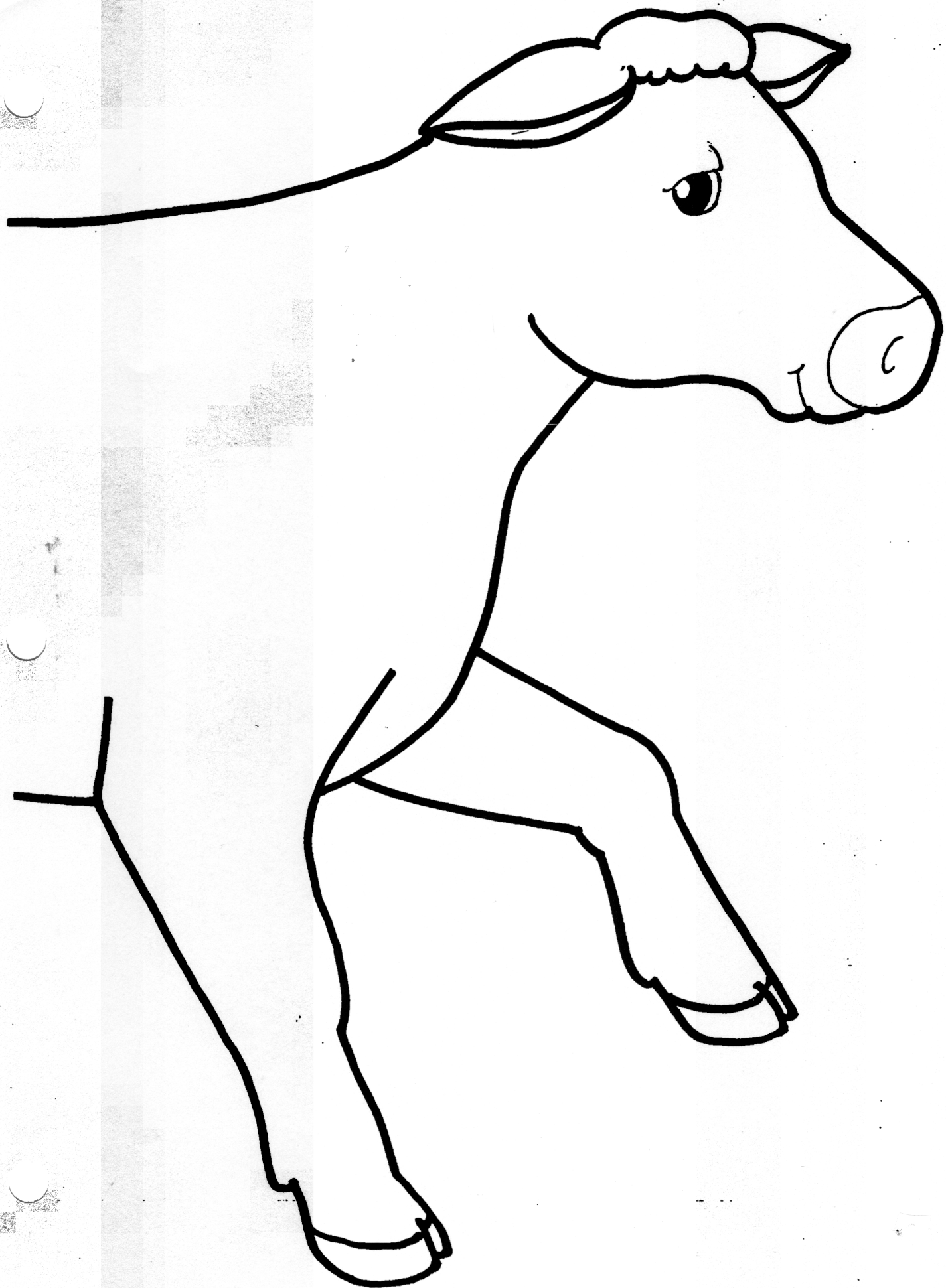


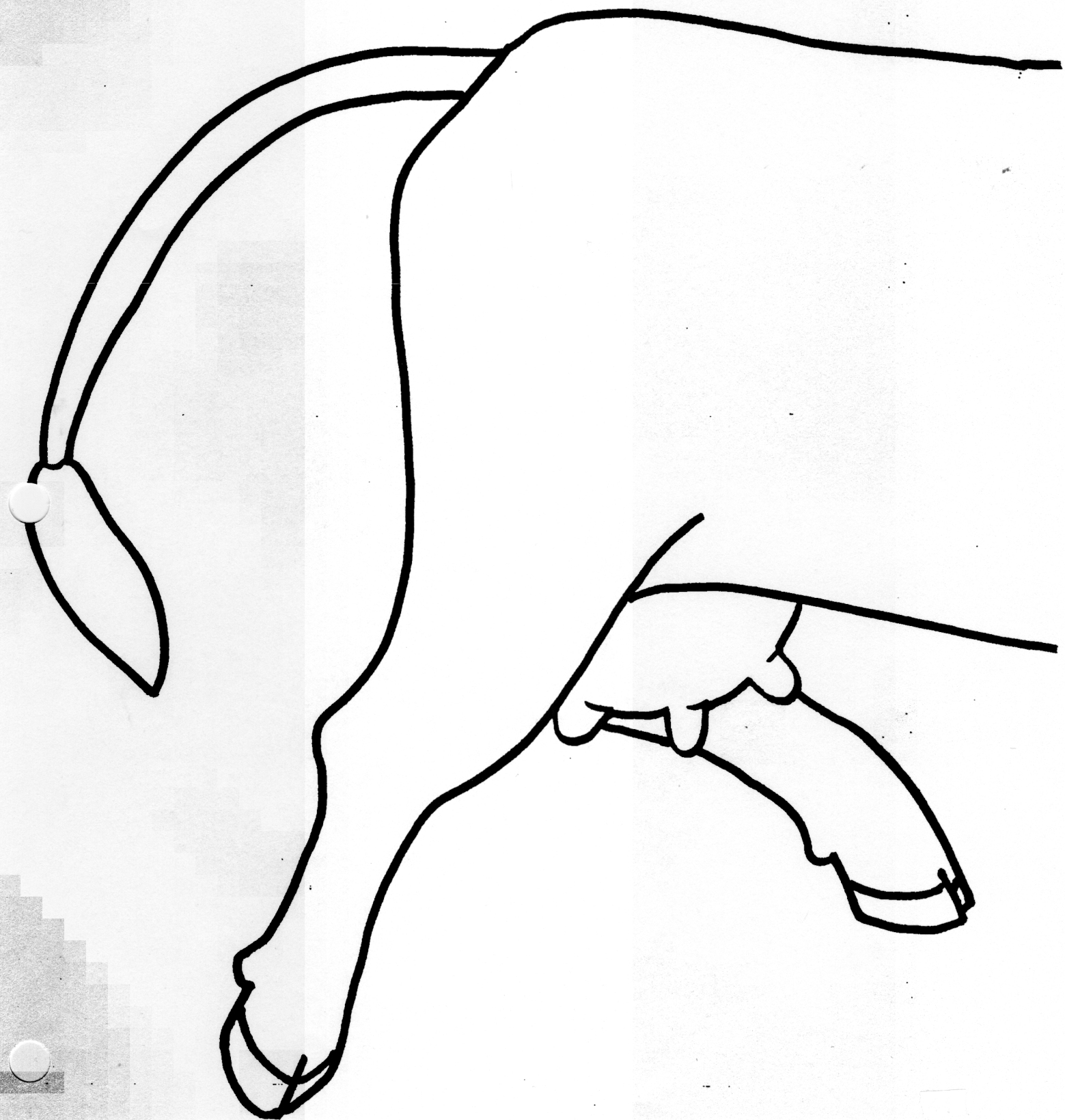








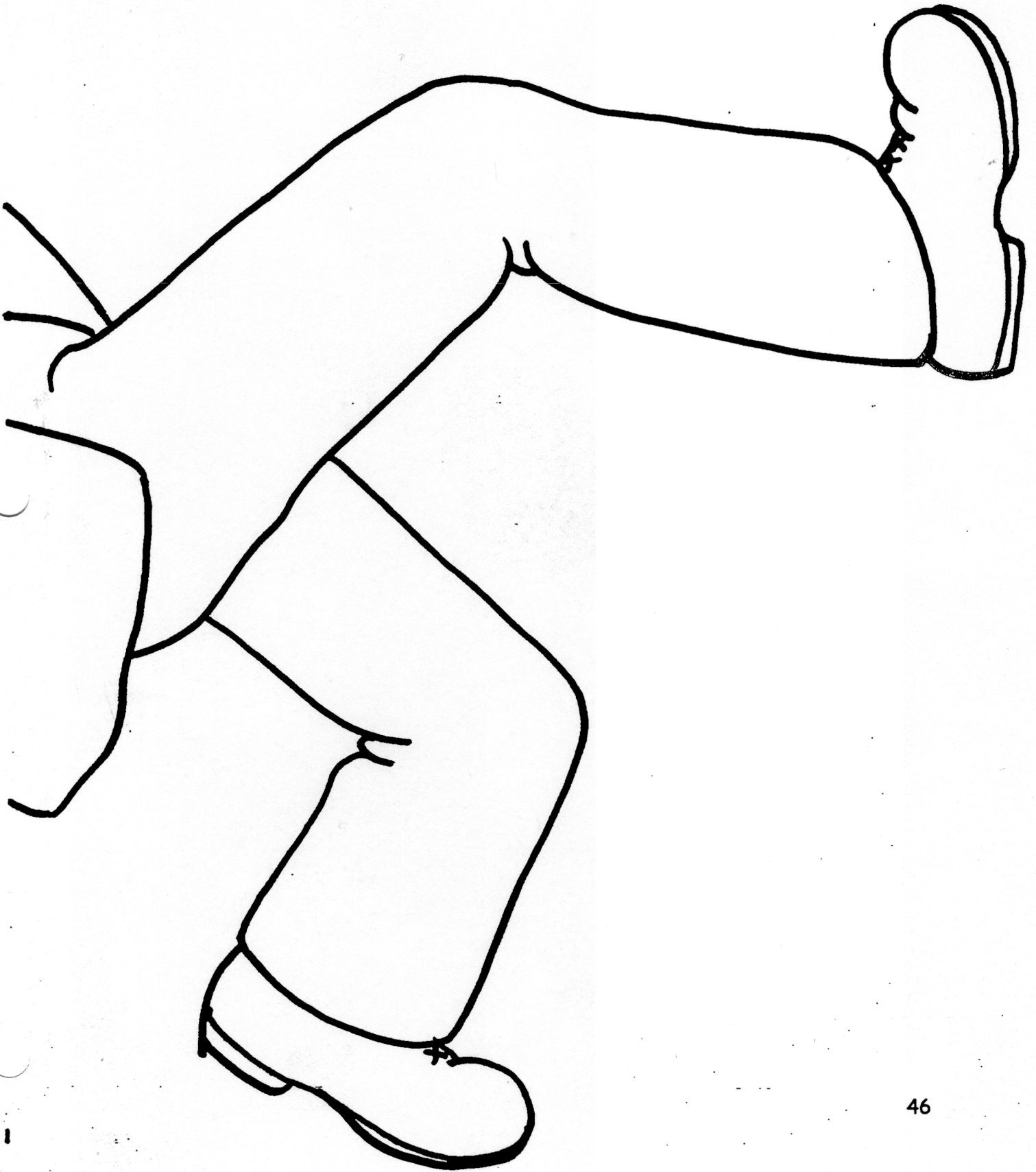




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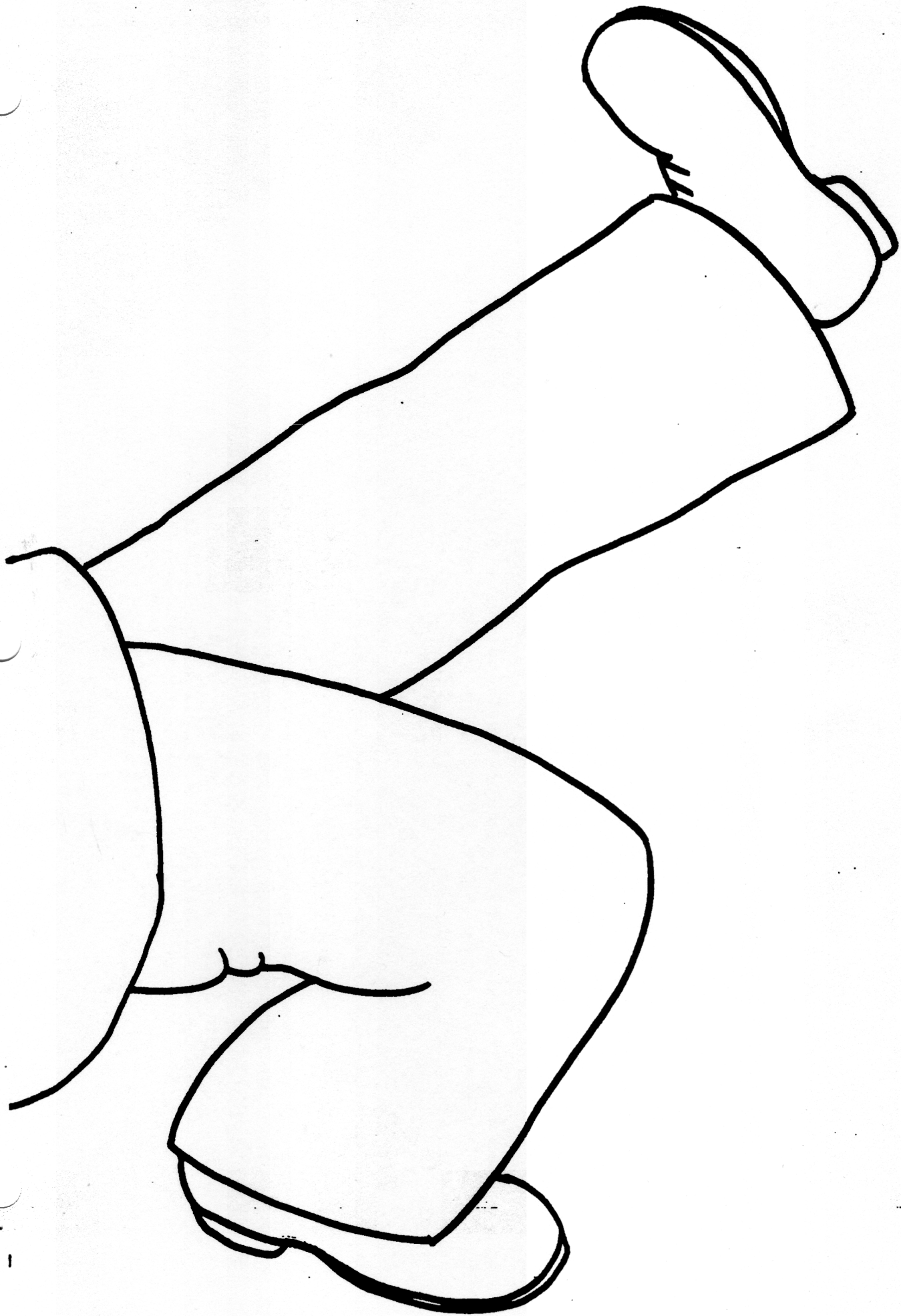
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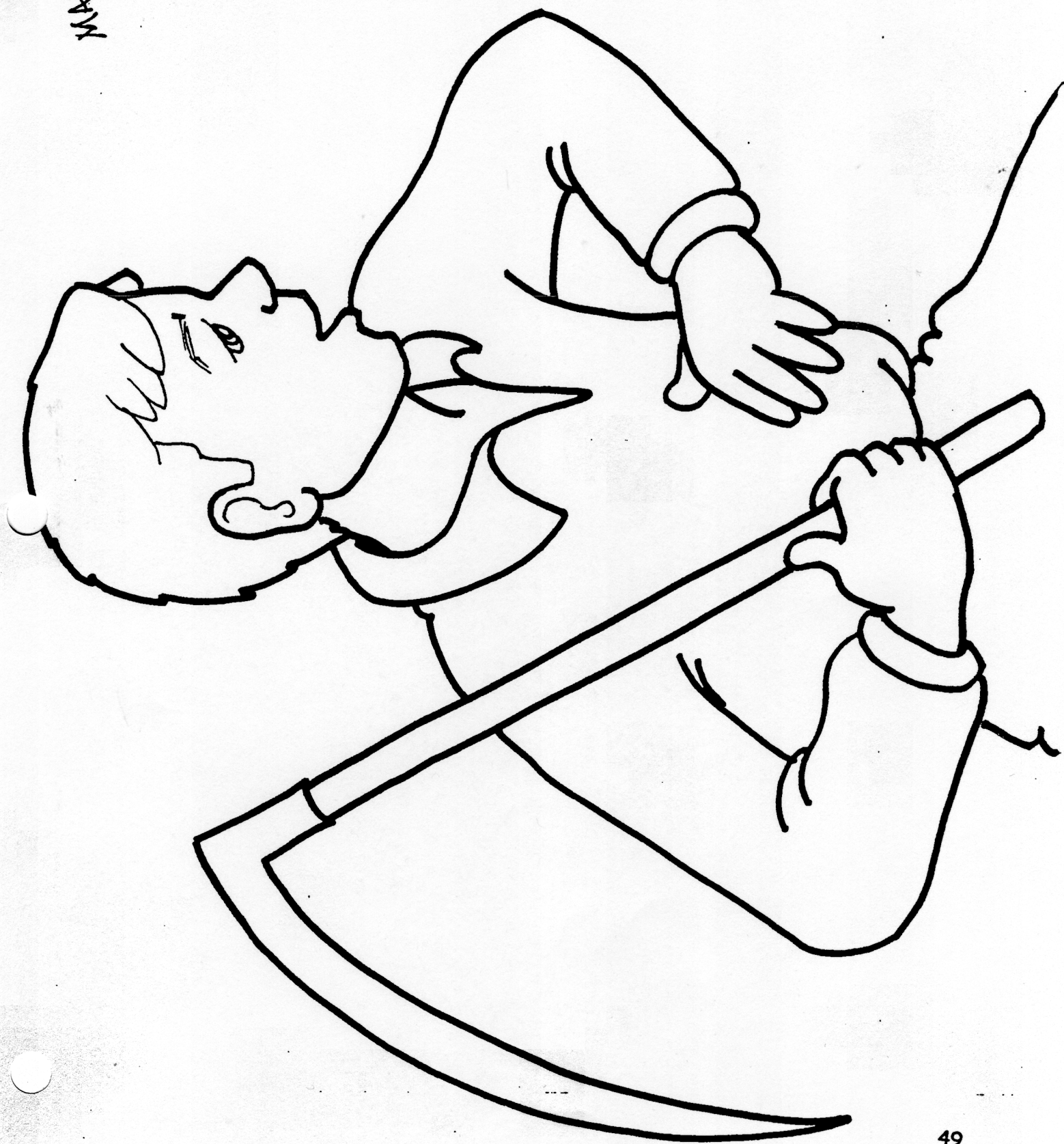
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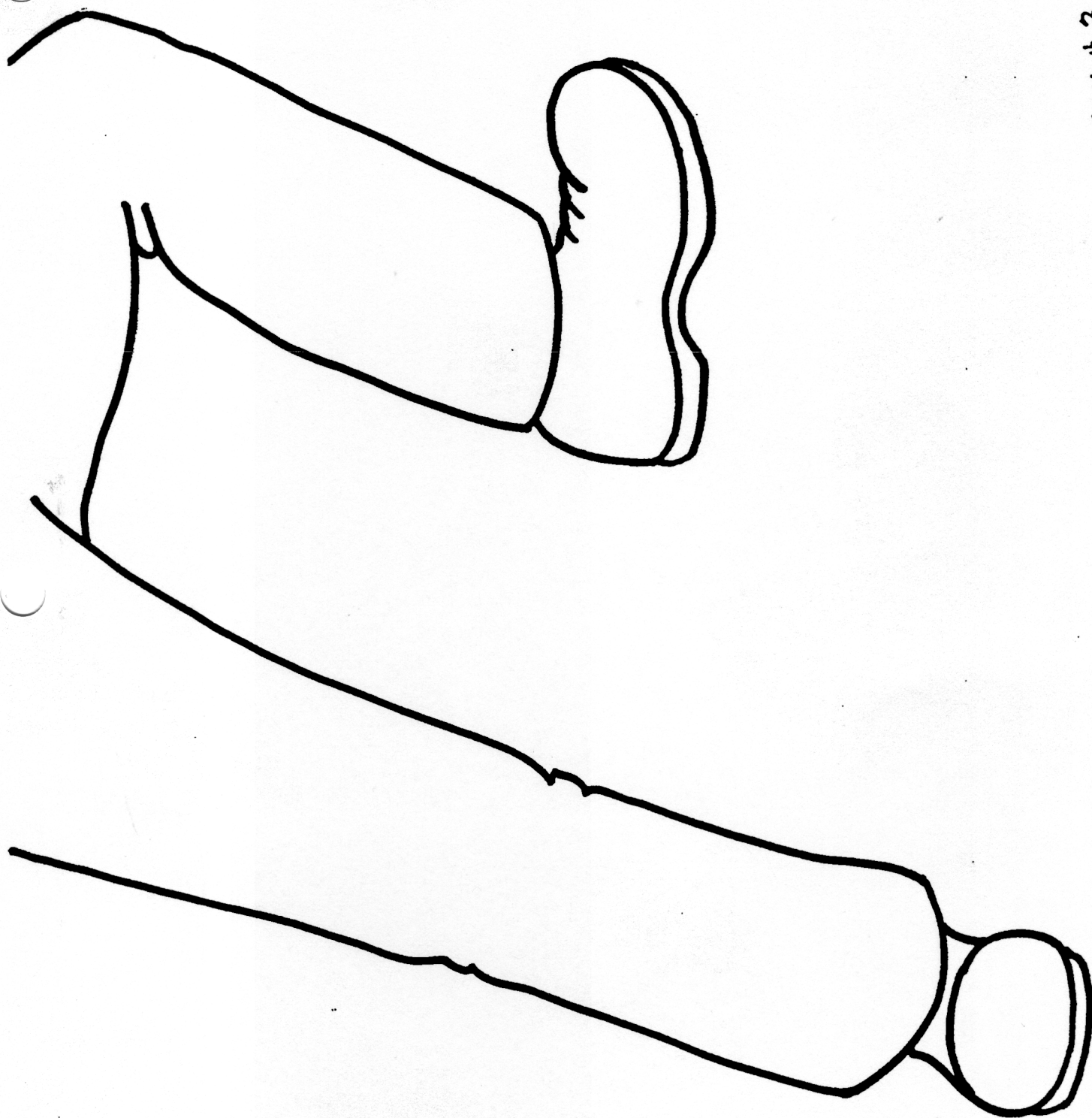
MAN #2

MAN #3





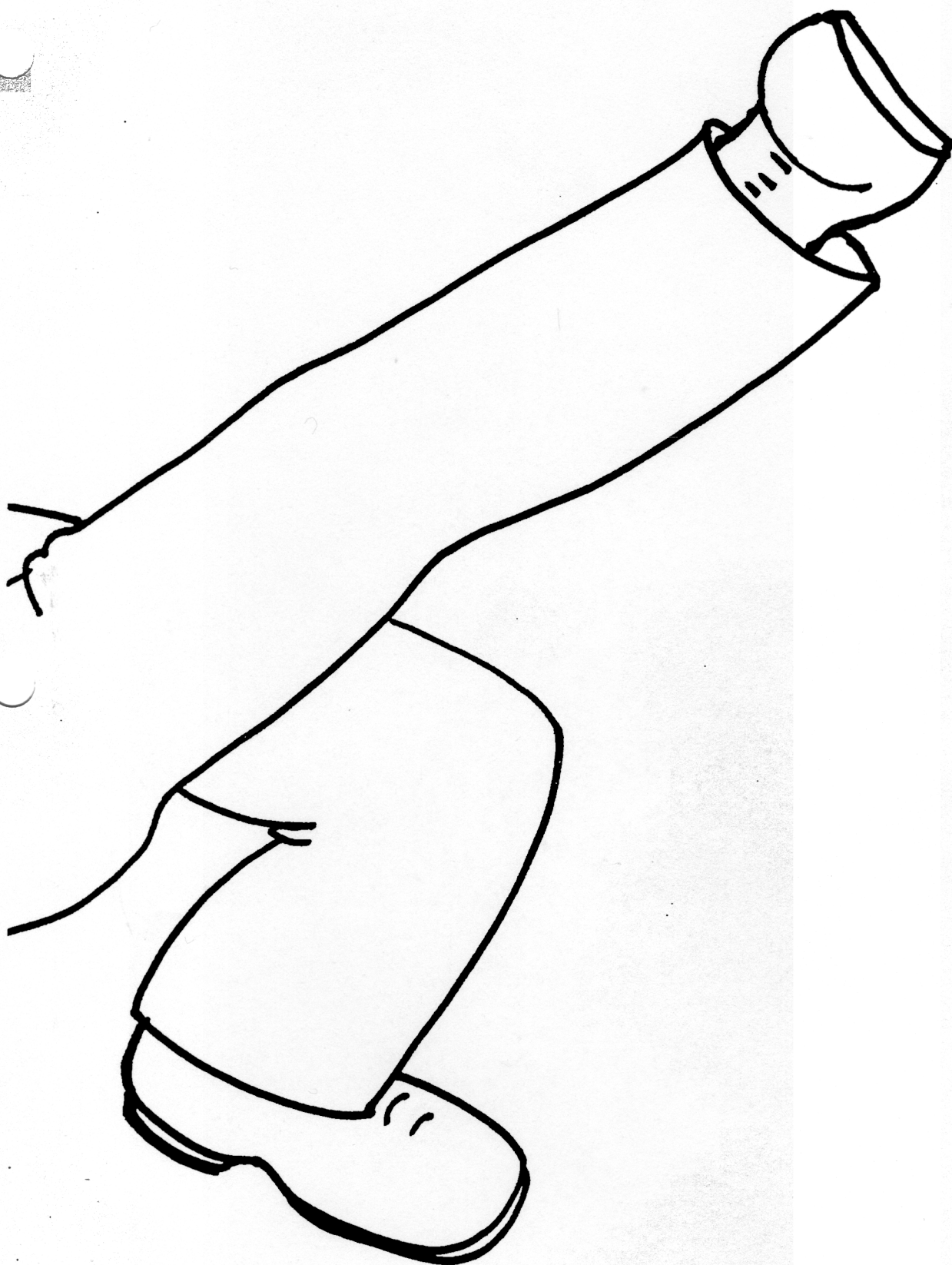
MAN #3





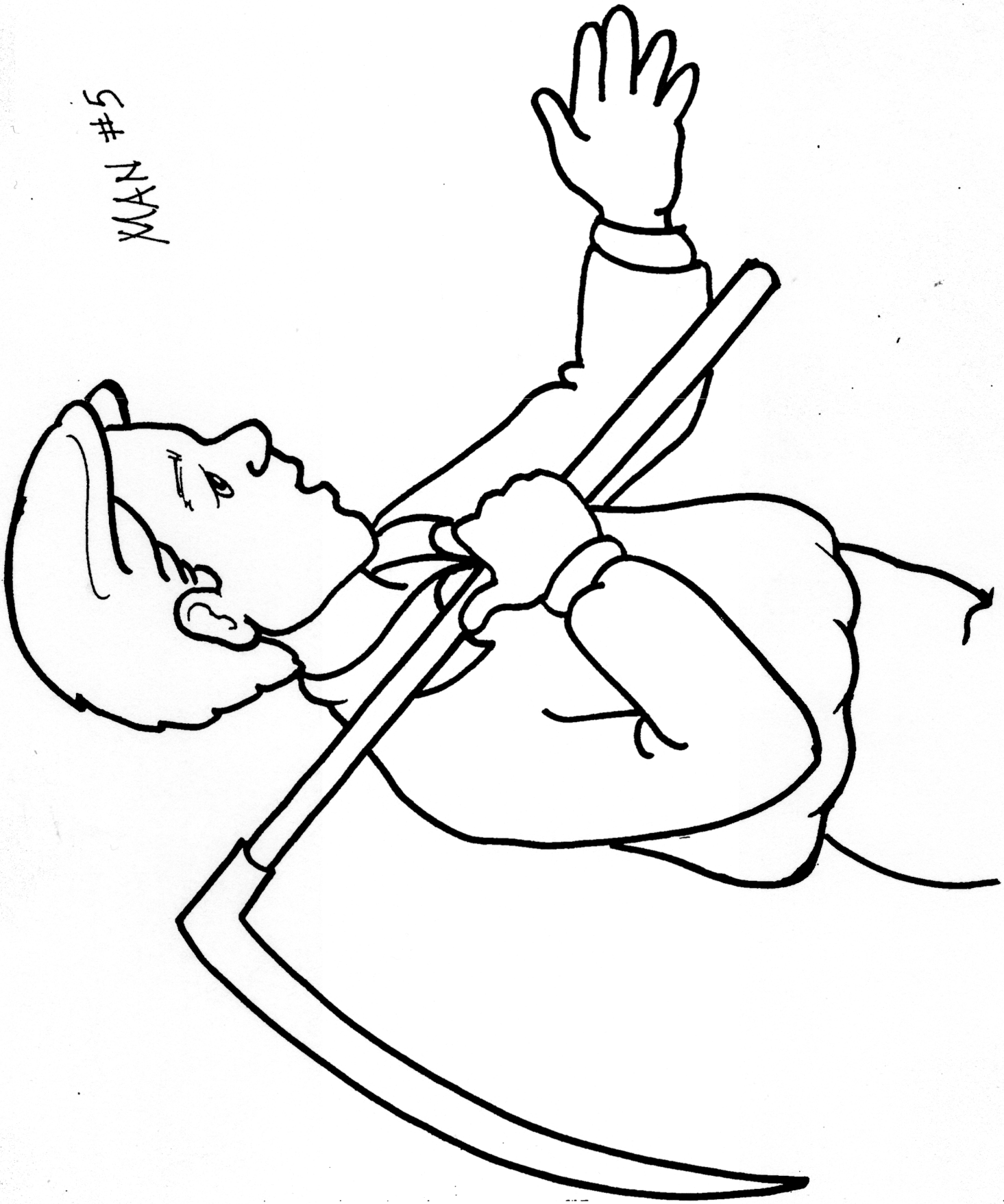
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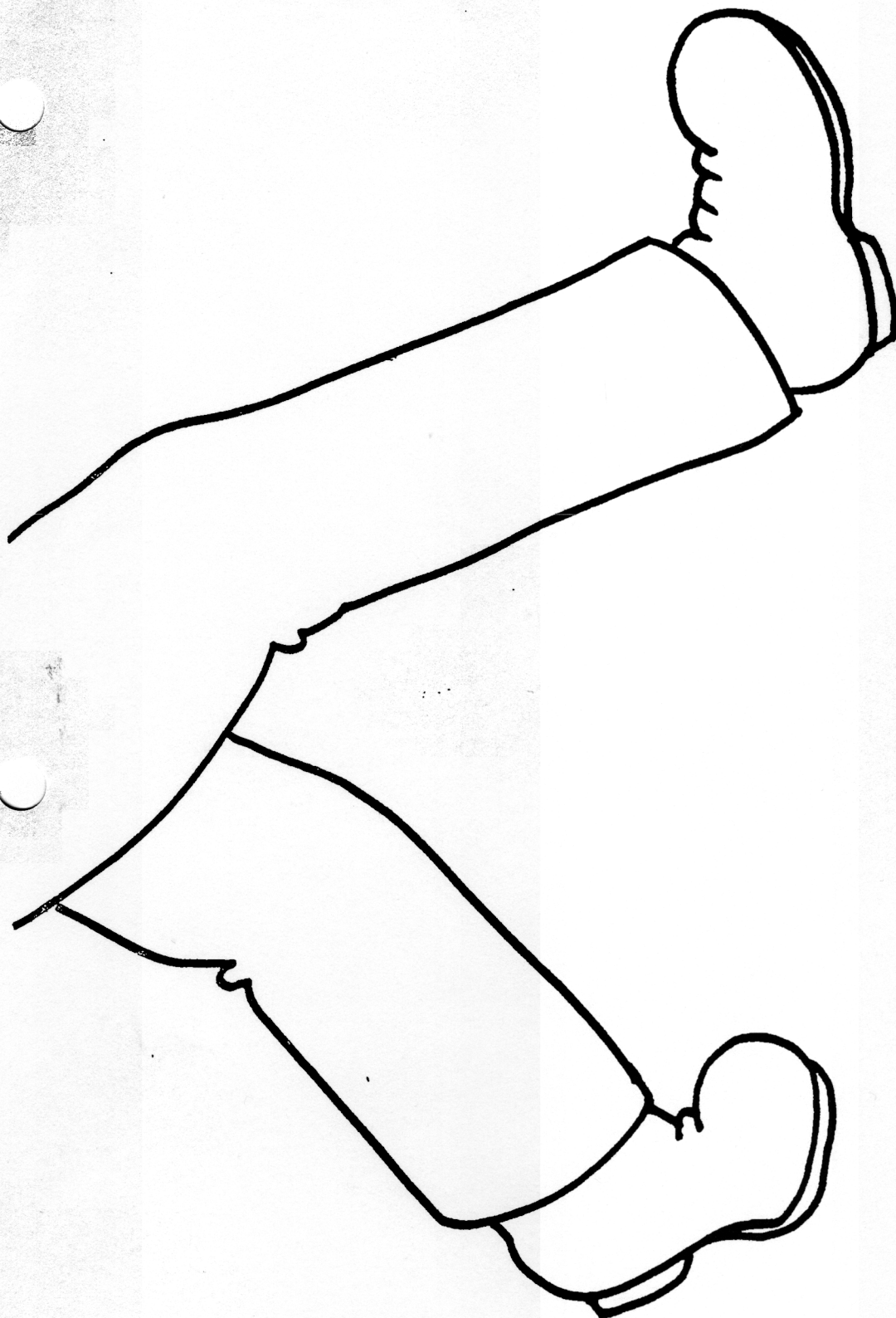


MAN #4

XAN #5







MAN #5

